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ABSTRACT

The participants included both in-service teachers and student teachers at the elementary level who were selected partially on the basis of their recognition of problems relative to the disadvantaged. This was a bi-racial institute, however, representation from wide geographical areas was one of the selection criteria. It was held at West Virginia Wesleyan College during the summer of 1966. [Six pages of appended copyrighted material have been deleted from the document.]

ED056103

A COMMUNICATIONS INSTITUTE FOR ELEMENTARY TEACHERS SERVING DISADVANTAGED CHILDREN in DESEGREGATED SCHOOLS

by

WALTER L. BROWN

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UD010701

1966

COMMUNICATIONS INSTITUTE

PARTICIPANTS

The participants in the Communications Institute held on the campus of West Virginia Wesleyan College July 18, 1966 through August 6, 1966 included both selected in-service teachers and selected student teachers at the elementary level who expressed a desire to become involved in problems of desegregated youth under the provisions of the contract. This was a bi-racial institute and no attempt was made to control participation on the basis of race. Selectivity was made, however, partially on the basis of a participants recognition of problems relative to the disadvantaged. Representation from wide geographical areas was included as a selection criterian. A complete list of the participants appears in Appendix A of this report.

PERMANENT STAFF

The permanent staff assigned to the Communications Institute was as follows:

Dr. Walter L. Brown, Project Director. Professor of Education and Assistant Dean of the College

Mr. Donald Phillips, Associate Director, Assistant Professor of Speech & Dramatic Arts and Director of Educational Broadcasting

Mr. Arnold Nelson, Assistant Director, Assistant Professor of Psychology and Director of Evaluation Services

FACULTY SPECIALISTS

Dr. Orlo Strunk, Jr., Professor of Psychology and Dean of the College

Dr. Albin Gilbert, Professor of Psychology

Dr. Henry Shissler, Professor of Sociology

Miss Boots Dilley, Assistant Professor of Education

CONSULTANTS AND GUEST LECTURERS

Dr. Malcolm Davis, Project Social Psychologist, Arlington Public Schools in Arlington, Virginia, Visiting Consultant during the first week of the Institute

Dr. Melvin Brodshaug, Educational Communications Consultant, recently at Norfolk State College, Norfolk, Virginia, Visiting Consultant during the second week of the Institute

Mr. P. F. Ayer, Executive Director, Council of the Southern Mountains, Inc., Professor of Sociology, Berea College, Berea, Kentucky, Visiting Consultant during the third week of the Institute

Dr. Lassar G. Gotkin, Senior Research Scientist, Tele-Lecturer on July 21, 1966 during the first week of the Institute

DR. Richard R. Clopper, Assistant Superintendent, Secondary Education, Board of Education of Anne Arundel County, Annapolis, Maryland

Mr. Wilbert D. Edgerton, Director, Audiovisual-Television Center, Virginia State College, Norfolk, Virginia, Tele-Lecturer on July 26, 1966 during the second week of the Institute

Mrs. Irene Hinkle, Elementary Teacher, Keavy, Kentucky, Tele-Lecturer during the second week of the Institute

Dr. Samuel Cohen, Superintendent of Instruction, Union Free School, District #14, Hewlett, New York, Tele-Lecturer during the third week of the Institute

Dr. Elizabeth Drews, Professor of Education, Portland State College, Portland, Oregon, Tele-Lecturer during the third week of the Institute

Dr. Irving Spigle, Assistant Superintendent for Curriculum Development and Research, Park Forest Public Schools, Park Forest Illinois, Tele-Lecturer during the third week of the Institute

Content of the Institute

The initial stages of involvment on the part of West Virginia Wesleyan College in a program to serve the needs of disadvantaged children in desegregated schools required a meeting of several interested individuals who were willing to give a portion of their time in evaluating how the College might best serve the State of West Virginia under the provisions of Title IV, Section 404 of Public Law 88-352. As the College continued to explore the feasibility of such a project it was finally decided that many of the problems of the disadvantaged must be confronted by that segment of formalized public education relating to the elementary level. This was formulated by a review of the research which substantiated the impact of concern at an early age. It was thought that education must play a great part in dealing with problems of the disadvantaged and that the teacher must be involved with the student in order to attain successful outcomes.

To further implement the Committee's concern for elementary teacher involvment it was felt that there should be some order of experiences in approaching problems of disadvantaged youth. A design finally evolved out of which three specific areas of activity seemed to be predominant in providing successful experiences for elementary teachers. These areas

involved certain experiences in (a) Human Relations, (b) Utilization of Materials and Techniques, (c) Curriculum Development. Final approval was given for this approach into the problems of the disadvantaged youth in desegregated schools.

In addition, it was decided that a pre-test and a post-test should be administered to the participants in the Institute in an attempt to obtain some indication of the impact of this kind of experience. Inasmuch as West Virginia Wesleyan College has a Department of Evaluation Services with qualified individuals in this area, it was decided that a special instrument should be prepared to measure the significance of the experiences which were provided in the Institute. Both an abstract and full report of the instrument is found in Appendix C of the report.

The selected participants arrived on the campus of West Virginia Wesleyan College July 17, 1966 and were assigned dormitories. The women participants were assigned to Agnes Howard Hall, women's dormitory, and the men were assigned to Doney Hall, men's dormitory. All dormitories on Wesleyan's campus are interracial and all facilities are desegregated as to race. All participants were assigned to the McCuskey dining hall for meals, which afforded an opportunity for an informal dining hour. This allowed fraternization between participants, participants and staff, and participants and other College students.

All participants were privileged to use any of the College facilities. The Benedum Campus Center provided an opportunity for such recreational

activities as bowling, music listening, swimming, leisure reading, and other related recreational activities. The library was scheduled beyond regular hours so that participants could work in accordance with their formal institute hours.

The participants were given a packet of materials at the beginning of their first session which included the following: Bibliography of resource material (books, periodicals, reprints and copies of articles) relating to the formal content to be explored during the institute; information concerning the cultural offerings in the community; source list of media materials; list of participants; list of staff members (consultants, specialists and tele-lecturers); working notebook pad; and pen.

The meeting room was a large airconditioned area which could be divided by folding doors into smaller working areas. Round tables were provided for groups of five persons each so that the participants would become acquainted easily. There were other tables set in remote areas of the meeting room for small discussion groups. A powered lectern and overhead projector were situated at the speaker's area. By use of a neck microphone freedom of movement gave versatility to the speaker during the lecture session. A roving microphone was provided for better communication throughout the groups. The Audio-Visual Services department furnished many pieces of modern media equipment for use during the institute. Participants had free access to this equipment at all times.

The formal meeting sessions were held daily from 9:00 a.m. to 12:00 noon and 1:00 p.m. to 3:00 p.m. with informal labs 3:00-5:00 p.m. The formal

sessions are detailed herein. The informal labs provided participants an opportunity to work with media equipment which could be used with disadvantaged youth. In addition, film preview periods were scheduled for the purpose of supplementing the content which the participants confronted during the more formal meetings. The informal lab periods were designed to provide the participants with the same kind of experiences which were being advocated for the disadvantaged youth, thus utilizing a vicarious approach to experiences which could not be provided for the participants otherwise.

The following objectives of the institute determined the content of formulated experiences:

1. To investigate and determine the conditions affecting the disadvantaged youth in the desegregated school

2. Develop the means by which the teacher might alleviate adverse conditions involving the disadvantaged youth

3. Investigate, by use of a pre and post instrument, the degree of awareness on the part of the in-service and the student teachers who are instructing or will instruct classes involving disadvantaged youth

4. Formulate a composite program suggesting procedures to be used with disadvantaged youth in desegregated school systems.

In accordance with the problem identification (see Appendix B) the institute was divided into three distinct but interrelated weeks of structured experience as follows:

First Week of Institute

The beginning hour of the institute was devoted to a pre test which was compiled by Mr. Arnold Nelson, Director of Evaluation Services, in conjunction with Dr. Orlo Strunk, Jr., Consulting Psychologist. Full des-

cription of the test instrument appears in Appendix C. This was part of the procedure planned to objectively validate the effectiveness of the experiences provided in the Institute.

The participants were asked to explore fully the resource materials which were made available in the library together with the assigned textbook so that they could bring this knowledge to bear on the considerations during the Institute. Also, specific assignments relating to this material were made by the consultant, Dr. Malcolm Davis, during the week devoted to Human Realtions. The first meeting of the participants during this week constituted a lecture by Dr. Davis who set the stage for consideration of problems relating to disadvantaged youth, which in turn formed the basis for the first session of small group discussions. Dr. Davis gave formal presentations during the week out of which he developed assignments for the small group periods. As the Institute moved into the middle of the first week a Tele-Lecture was provided by Dr. Gotkin, Senior Research Associate, Institute for Developmental Studies at New York Medical College, who gave his lecture from Goshen, New York. Dr. Gotkin injected exploratory questions during his formal lecture which kept the participants personally involved on an active thinking basis. This Tele-Lecture technique was evaluated by the participants as very effective. This provided certain added information for the participants and it was part of the planned experience when content was originally formulated for the Institute. To further supplement this experience Dr. Clopper visited the Institute for one day, during which time he delivered a supplementary lecture based on his public school experience. In addition,

he met informally with the participants.

It was during this week that the participants developed what would be termed subjective evidence of becoming aware of the problems faced by disadvantaged youth.

Second Week of Institute

The transition to the second week of experience was by observation, easily acquired because of what appeared to be a working knowledge of the basic characteristics of disadvantaged youth in desegregated schools. With this understanding, the participants were now seemingly ready to consider the selection and utilization of specific media materials which might effectively help in communicating and providing predetermined experiences for the individual disadvantaged child within the instructor's classroom.

This week was devoted to Communications Media and the content was directed by Dr. Melvin Brodshaug, Communications Consultant, Norfolk State College. He systematically developed the theory relative to the selection and utilization of media, which in turn led into the practical application of media materials. By the use of selected media Dr. Brodshaug demonstrated its effectiveness. Participants were shown through application how media could effectively be employed to provide certain designated experiences for disadvantaged children. During this week's activity Tele-Lectures were given in the area of media by Mr. Wilbert Edgerton, Director of Audiovisual and Television Center and Assistant Professor of Education, Virginia State College, and Mrs. Irene Hinkle, elementary

teacher, Keavy, Kentucky. Mr. Edgerton employed a unique technique of Tele-Lecture by first having the group view a set of slides, explaining his work with the disadvantaged children of the Prince Edward community. This experience was provided just prior to this Tele-Lecture. After the sound-slide series, Mr. Edgerton was contacted by the use of the Tele-Lecture equipment and he asked the group for their reaction to what they had just viewed and heard. A lively discussion continued relative to the methods and materials which he had employed in that program. After this activity Mr. Edgerton made another lecture concerning other aspects of his program for the disadvantaged and this was again followed by questions and answers between the participants and Mr. Edgerton.

Later during the week Mrs. Irene Hinkle, an elementary teacher in the Keavy, Kentucky school system, presented the program with which she had been working in conjunction with her principal and superintendent in that community. Mrs. Hinkle, being a classroom teacher, gave another added element to the experiences provided for the participants. She was able to relate her experiences with what seemed to be added effectiveness, inasmuch as this was an opportunity for a teacher to talk with fellow teachers concerning mutual problems. Mrs. Hinkle had been working with the media being explored by the members of the Institute, and she was able to relate the effectiveness of the methods and materials used in her program.

An informal laboratory session was provided throughout this second week so that the participants might be able to experience on a practical basis

that equipment which Dr. Brodshaug had been utilizing in his presentations. Participants were allowed to become acquainted with all aspects of audio-visual equipment. They were assigned projects in the area of production and were made responsible for producing handmade materials which might be utilized in working with the disadvantaged youth within their classrooms. Activity of this kind resulted in great interest on the part of the participants, and each person learned many new techniques in producing and utilizing media for effective learning.

Third Week of the Institute

The combination of experiences in Human Relations and the practical application of communication media in fulfilling classroom requirements seemed to correlate well as an approach to the curriculum for the disadvantaged children. Mr. P. F. Ayer, Executive Secretary, Council of the Southern Mountains, Inc., the consultant for the final week, brought a great human resource to the Institute by virtue of his extensive experience with disadvantaged people of Appalachia. As an educator deeply concerned for curriculum development, he uncovered basic elements for consideration and exploration.

Mr. Ayer deliberately prompted involvment by asking questions rather than giving answers. Through the process of introspection he demanded critical thinking on the part of the group. Participants explored the ramifications of the curriculum and directed their attention to the significant elements which applied to the disadvantaged. Further insight was furnished through Tele-Lectures presented by noted authorities in the area of curriculum.

A somewhat different innovation in Tele-Lecture was used during Dr. Spigle's presentation. This involved the participation of the members of the Communications Institute interacting with members of an institute at the University of Illinois. Both groups were able to have amplified participation throughout. Dr. Spigle gave introductory information and then the participants were able to direct questions to each other and/or Dr. Spigle. Participants rated this activity as advantageous in gaining further insight into the problems of curriculum. It was during this experience that curriculum for the disadvantaged was catagorized on an individual student basis as perhaps the most meaningful classification for the disadvantaged.

Toward the end of this final week there seemed to develop a great emotional concern for the disadvantaged child and an outward expression of positive action was forthcoming from each member of the group.

A final report paper was submitted by each participant as the culmination of an assigned project at the beginning of the Institute. (See Appendix E) Some of these reports were presented orally before the group for their reaction and as a means of sharing ideas and concepts with the group. At the end of the Institute there was great concern that each person continue to be a force to shape and develop an understanding for the disadvantaged child in that instructor's school system. Some members had already contacted superintendents and principals for the purpose of setting up planning sessions for action. The Institute was visited in the last day by Mr. L. Darl Hulit, program specialist under Title IV, Section 404, of Public Law 88-352.

The activities of the Institute were documented throughout by pictures, recorded tapes of presentation, and news articles. These resources are now available through the Audio-Visual Services department of West Virginia Wesleyan College.

Provision has been made for a survey report to be circulated to all participants as a means by which helpful information may be collated and shared between participants attending the Communications Institute.

SUPPLEMENTARY CONTENT

Related Activities

During the Institute arrangements were made for a meeting with the students from the Upward Bound program which was in session concurrently with the Communications Institute. This allowed a first hand experience with students who might have represented situations being explored in the Institute. In addition, the Institute was visited by Vista workers who made a presentation to the group in which they reviewed some of their experience and findings which might be beneficial to the participants as they continue their concern for the disadvantaged child.

Tele-Lectures

The Tele-Lectures provided during the Institute proved to be a substantial contribution in supplementing the experiences provided for the participants. Extended effort was made to seek leading authorities in the field relating to each week's concern so that the members might have first hand information concerning the thinking of these individuals. The Tele-Lecture

method of communication was probably the most ideal way to bring these authorities to the campus. It alleviated time involved in travel and it allowed for each lecturer to break into his busy schedule for a short period of time without a lengthy interruption of his former commitments. It was also a first attempt at this kind of communication for all of the Tele-Lecturers and they have expressed its appealing features and their satisfaction with this method of presentation.

Textbook

The professional staff and faculty specialists reviewed many text materials on the disadvantaged youth and they decided that Frost-Hawkes, The Disadvantaged Child, Houghton Mifflin Co., Boston: 1966 should be the assigned textbook for the Institute. A copy was furnished without charge to each participant. It was thought that this selected textbook correlated with the other resource materials which were put on reserve in the library.

APPENDIX

APPENDIX A

Roster of Participants in the Communications Institute

Roster of Participants

COMMUNICATIONS INSTITUTE

West Virginia Wesleyan College
Buckhannon, W.Va.

July 18 - August 6
1966

Baisden, Richard	Rt. #1	Buckhannon, W.Va.
Bird, Jocie F.		Walkersville, W.Va.
Brinn, Burl S.	Box 276	Smithers, W.Va.
Carpenter, Xenna	Rt. #3 Box 52	Buckhannon, W.Va.
Chapman, Violet	Rt. #3 Box 72A	Weston, W.Va.
Garland, Hazel M.	1009 Fayette St.	Beckley, W.Va.
Gerkin, Mildred	338 Walnut St.	Grafton, W.Va.
Gower, Mary Lurene	Rt. #1	Buckhannon, W.Va.
Grafton, Elizabeth	Box 314	Fayetteville, W.Va.
Green, Marjorie	10 Pinnell St.	Buckhannon, W.Va.
Gunter, Jessie		Lockbridge, W.Va.
Hall, Benigna	548 Court Ave.	Weston, W.Va.
Heineman, Eleanor	903 Brackenridge Ave.	Brackenridge, Pa.
Hicks, Betty Lou	1 Gilbert St.	Buckhannon, W.Va.
Jones, Ronald E.		Bradshaw, W.Va.
Kiser, Suzanne	75 So. Florida St.	Buckhannon, W.Va.
Lake, William T.		Hacker Valley, W.Va.
Lilly, Marza	Box 207	Athens, W.Va.
Martin, Mabel	Rt. #3 Box 271	Buckhannon, W.Va.
Nutter, Elmo	Rt. #1	Mineral Wells, W.Va.
Nutter, Marilyn	Gaston St.	Buckhannon, W.Va.
Painter, Mary Jane	610 Church St.	Summersville, W.Va.

Palmer, Bunner D.	Rt. #1	Mt. Clare, W.Va.
Phillips, Virgie	Rt. #2 Box 132	French Creek, W.Va.
Post, Grace		Crawford, W.Va.
Rexrode, Allen		Brandywine, W.Va.
Robinson, Nancie	1616 10th Ave.	Huntington, W.Va.
Sears, Hettie		Hacker Valley, W.Va.
Sharp, Robert C.	506 Central Ave.	Spencer, W.Va.
Smith, Hugh	Rt. #2 Box 81	Rainelle, W.Va.
Smits, Myrtle		Craigsville, W.Va.
Thorn, Helga	213 No. Queens Ct.	Huntington, W.Va.
Vaught, Virginia	40 Chancery St.	Buckhannon, W.Va.
Wilson, Harriet	1905 Doulton Ave.	Huntington, W.Va.
Wimer, Wanda		Crawford, W.Va.
Wilfong, Mildred	P.O. Box 35	Rock Cave, W.Va.

APPENDIX B

Problem Identification

PROBLEM IDENTIFICATION

Recently there has appeared within West Virginia an indication that both teachers and administrators might be unaware of certain conditions affecting the disadvantaged, interracial youth within desegregated schools. Even though it may be recognized that children come from differing cultural stratas, there is no indication that school personnel responsible for the education of our youth really recognize the factors involved within the classrooms that are dependent upon the total curricular complex as it relates to human relations, materials, and techniques.

Teacher education students who are preparing to enter the profession need to identify the problems relative to desegregated schools and disadvantaged youth, thus preparing themselves to deal adequately with these problems. Also, in-service teachers must be sympathetic to the concerns involving opportunity as well as to the significant educational elements of our society. By exploring together these problems in a workshop institute, there could develop both instructional and social patterns which may be employed by school systems in effecting desirable outcomes for desegregated school children.

Inasmuch as school programs dealing with the disadvantaged must have continuity, it is generally recognized that involvement should start at the lower levels and work through the higher levels. In this continuity pattern, elementary teachers are directly responsible in terms of the beginning experiences which are provided our youth. This has been the pattern for desegregation in many school systems and might work well in developing an approach to problems involving disadvantaged youth in desegregated schools. Therefore, it seems that a need exists for experiences which: (1) Identify problems related to the disadvantaged, interracial youth in desegregated schools; (2) Formulate procedures for confronting and/or alleviating the problems; (3) Develop within the individual teacher a willingness to become involved with the problems.

If this is true, it might be desirable to investigate the feasibility of incorporating these kinds of experiences as an added segment of professionalism which is apparently non-existant in many areas serving the disadvantaged youth. An institute providing these experiences might prove to be instrumental in developing content which is needed in regularly offered professional educational courses in colleges and universities preparing teachers who will undoubtedly take positions within desegregated schools.

APPENDIX C

Abstract and Report of Testing Instrument

COMMUNICATIONS INSTITUTE EVALUATION

Arnold E. Nelson
Assistant Director of the Institute -
Institutional Research

An integral part of the institute is an evaluation of learning resulting from participation in the three week program. To effect adequate measurements, both pre- and post-institute test instruments were thought appropriate. In essence, an evaluation should use measures of awareness of the problems and conditions surrounding the disadvantaged youth, together with indices of familiarity with communications media and relevant curricula.

While measures of student and technical characteristics are important, personality characteristics of the individual teacher are precursors of assimilation and learning abilities. Since the institute was concerned with disadvantaged children, elements of the ethnocentric personality (Adorno, et al., 1950) seem to be particularly involved in developing abilities necessary for most effective teaching in this area. A simple portrait of the highly ethnocentric person is that he is authoritarian, rigidly moralistic, represses socially disapproved tendencies within himself and projects them to others, places people in oversimplified black-and-white categories, and often possesses conservative political and economic attitudes.

A teacher functioning ethnocentrically would experience difficulty in grasping or implementing new ideas or techniques that are to be applied to a group of students usually viewed as an "out-group". Consequently, the communications institute would tend to be threatening, unacceptable and worthless. It is doubtful that the truly ethnocentric teacher would even apply for this type of learning; hence, we must think of the institute participants as distributed somewhere between the non-ethnocentric and ethnocentric extremes.

Two basic hypotheses are suggested in this evaluation: (1) Communications institute participants should evidence greater growth in learning to teach the disadvantaged than will a control group; (2) As ethnocentric characteristics increase, institute improvement will decrease.

Method

Subjects. The control group consisted of 30 students with an average age of 21, attending summer school at West Virginia Wesleyan College, taking courses in psychology and education. The experimental group contained the 35 (7 males and 28 females) institute participants present for both pre- and post-tests. The average age of this group was 46 years, having taught for an average of 16 years.

Test Instruments. Five tests were administered before and after the institute; two additional tests were given before the institute only.

Test 1 measures awareness of problems and conditions in the disadvantaged youth. Test 2 measures awareness of communications media and curricula. Items for both of these tests were initially culled from appropriate literature content (Bristow, W. H., 1964; Conant, J.B., 1961; Corey, A.F., 1964; Deutsch, M., 1964; Flanders, N.A., 1964; Foster, G. W., 1963; Kerber, A. & Smith, W. R., 1964; Long, H. H., 1964; Niemeyer, J. H., 1964; Noar, G., 1964; Sandweiss, B., 1964; Sawrey, J. M. & Telford, C. W., 1964; Terrien, F. W., 1964; Weller, J. E., 1965). Items were then composed based on opposite psychological content, not just reworded. In all, the pilot version of Test 1 contained 168 items, and Test 2 contained 152 items. Half of both polar items were then randomized to form a pre-test and the remaining items made up the post-test. The five answer Likert format accompanied each item which was written as a statement. An example is: "I feel a good education focuses on conformity."

A satisfactory content validity of these two tests was obtained by administering the pre- and post-pilot versions to six faculty members, who were to be involved in the institute. Each was instructed to answer the item as he thought the student would at the end of the institute. Both polar responses (positive and negative) were evaluated after scoring the Likert scale on a 5-4-3-2-1 system, with the final version of the tests based on the following criteria: (1) an item had to have scores of "2" or "3" to be kept; (2) at least four faculty had to rate the item with a "2" value; (3) an item with a majority of "1", "5" or "6" scores was omitted. While this method would necessarily reduce potential reliability, it was deemed desirable to keep items that were not too obvious and had sufficient latitude to enable individual variability. The result of this evaluation culminated in Test 1 having 68 items and Test 2 having 62 items. The tests were split to form pre- and post-forms.

Test 3a is basically the F-scale developed by Adorno, et al. (1950), from Tables 3, 4 and 7 in their volume, with polar or reverse items suggested by Christie, et al. (1958) to measure an authoritarian personality. Incorporation of the polar items not only lengthened the measuring instrument, but also afforded positive and negatively valenced items on both the pre- and post-test versions. The Likert Scale was also used for answers to the statements.

Test 3b contains the "L" factor items from Cattell's 16 PF test (Form B 1961, Form A 1962) which measures an individual along the "protension-relaxed security" continuum. This personality dimension may simply be termed "suspecting vs. accepting". Form A was administered before the institute; form B was administered at the end of the institute.

Test 3c contains the "Q_1" factor items from Cattell's 16 PF test (Form B 1961, Form A 1962) which measures an individual along the "radicalism-conservatism

of temperament" continuum. Form A was used as a pre-institute test; form B was used as a post-institute test. Answers for tests 3b and 3c were marked on the Likert scale, affording more variability in responses; but this also prohibited use of norm data supplied in the accompanying manual.

Test 3d contains the "superego" items from Cattell's MAT (1964), offering a measure of the "moral-ethical ideal self" or strength of conscience development. This test was only administered before the institute started. Normative data could not be used since we did not convert our scoring system to the sten system used by Cattell.

Test 3e is the Questionnaire section of Schaie's Test of Behavioral Rigidity (1960), which provides a measure of "personality-perceptual rigidity" or "the ability to perceive and adjust to new and unfamiliar patterns and interpersonal situations." This test was only administered before the institute started. Since this is published as an experimental test, no normative data are appropriate for our uses. (Copies of all institute tests are available from the Director of Evaluation Services, West Virginia Wesleyan College.)

Procedure. Tests 1, 2, and 3a were initially administered to a control group of 30 students; completion of form A of each test was followed three weeks lated by completion of the form B versions. The resulting data comprised the reliability indices for use in comparing growth in the experimental (institute) group. Since each test had its own instructions on the cover page, simple instructions were given to both groups about the nature of the tests and the need for honesty.

Statistical evaluation required a number of phases: (1) means, standard deviations and pre-post reliability coefficients of correlation for the control group on tests 1, 2, and 3a; (2) reliability coefficients of correlation extracted

from the manuals pertaining to tests 3b, 3c, and 3d; (3) means, standard deviations, and inter-correlations for the experimental group on all tests; (4) z score transformations for each student in the institute on the first three pre-post tests to indicate extent of growth over the three weeks; (5) modified t tests to indicate if the experimental group differed in its growth significantly above the control group. The z score and t test routines were suggested by Rosen (1966).

RESULTS

The number of subjects, means, standard deviations and reliability coefficients of correlation for the control groups are found in Table 1.

TABLE 1

Number of subjects, means, standard deviations and reliability coefficients of correlation for the control (standardization groups).

Test		Number of Subjects	Mean	Standard Deviation	Reliability Coefficient
1	pre	30	83.00	8.54	.46
	post	30	78.30	8.87	
2	pre	30	68.90	7.02	.66
	post	30	69.80	7.93	
3a	pre	30	90.20	9.21	.60
	post	30	83.00	6.76	
3b	pre (males)	1127	not available		.77
	post (males)	787	not available		
3c	pre (males)	1127	not available		.71
	post (males)	787	not available		
3b	pre (females)	1701	not available		.77
	post (females)	1345	not available		
3c	pre (females)	1701	not available		.71
	post (females)	1345	not available		
3d		1847	not available		.67
3e		no data available			

The means and standard deviations for the experimental (institute) group, consisting of 35 students, are found in Table 2. The z scores for tests 1, 2, and 3a represent the improvement index between the pre- and post-test raw scores, with the z value including characteristics of the control group. Scores from the pre-and post-test versions on tests 3a, 3b, and 3c were added to determine if the composite of both halves would reveal significant tendencies.

TABLE 2

Means and standard deviations for each test, z conversions, and summations of three tests for 35 subjects in the institute.

TEST		Mean	Standard Deviation
1	pre	84.83	10.21
	post	70.26	11.23
2	pre	69.34	9.28
	post	62.94	8.10
3a	pre	92.46	8.90
	post	78.89	9.38
3b	pre	25.77	2.85
	post	25.03	3.67
3c	pre	28.69	3.48
	post	27.97	2.51
3d		63.29	3.05
3e		48.94	4.78
z_1		61.77	9.60
z_2		59.37	12.33
z_{3a}		58.86	9.75
3a pre & 3a post		171.34	16.97
3b pre & 3b post		50.81	4.89
3c pre & 3c post		56.66	4.67

Since the pre- and post-tests are, in effect, reliability measures, correlations between them indicate stability of the tests over the three week period. Raw scores were used for the correlations contained in Table 3.

TABLE 3

Coefficients of correlation between the raw scores of the five tests administered as pre- and post-tests to the experimental group.

Test Variables	1 post	2 post	3a post	3b post	3c post
1 pre	.62				
2 pre		.54			
3a pre			.72		
3b pre				.11	
3c pre					.19

Intercorrelations for relevent test variables are found in Table 4. The variables not intercorrelated had no bearing on the current hypotheses.

TABLE 4

Intercorrelations for all test variables, experimental group.

Test Variables	z_1	z_2	z_{3a}	3a pre ≠ 3a post	3b pre ≠ 3b post	3c pre ≠ 3c post	3d
z_2	.49						
z_{3a}	.04	-.14					
3a pre	.26	.30	.34				
3a post	.21	.28	-.30				
3b pre	-.14	-.04	-.04				
3b post	-.22	.00	-.17				
3c pre	.09	.01	-.30				
3c post	-.11	-.07	-.23				
3a pre ≠ 3a post	.25	.25	-.06				
3b pre ≠ 3b post	-.25	-.02	-.04	.02			
3c pre ≠ 3c post	.01	-.05	-.34	.42	.08		
3d	-.36	.00	-.15	-.04	.18	-.24	
3e	.33	-.07	-.16	.56	-.36	-.24	.04

Table 5 contains the "t" test results calculated to determine support of the first hypothesis. Rosen's (1966) t variation was used for the first three tests since comparable control data were available. The usual "t" for correlated data was used for the last two tests (3b, 3c) which lacked appropriate control data.

TABLE 5

"t" tests and pre-post mean differences for control and experimental groups.

Tests	Control Pre-post Mean Difference	Experimental Pre-Post Mean Differences	"t"
1	4.70	14.57	5.98*
2	.90	6.40	4.14*
3a	7.13	13.57	10.69*
3b	----	.74	.99
3c	----	.72	1.07

*Significant beyond .001 level

"t" tests were calculated between high and low criterion groups constructed by extracting the students scoring either high or low on two scores: (1) the summation of the 3a pre- and post-tests; (2) the summation of all personality (ethnocentric) tests. The variables chosen for study were the improvement indices, z_1 and z_2. All of the "t" values were insignificent, supporting a null hypothesis and, therefore, prompting rejection of the second major hypothesis.

Discussion

The following discussion will evaluate the results in terms of the major hypotheses, with the major goal of estimating the overall success of the institute as evidenced in objective test results.

Validity of the two institute-content oriented tests (1 and 2) was established by eliminating items found invalid after staff evaluation. The reliability coefficients (Table 1) for these two tests indicate moderate consistency over a three week period. If these tests are used again, an item analysis would help to remove the test items that lower reliability. As expected, the post-test versions (Form B) have lower means, which represent improvement. The previously standardized personality tests (all forms beginning with the number "3") have higher reliability coefficients. As mentioned previously, since test 3e (Test of Behavioral Rigidity) is still an experimental version, no useful standardization data were available.

Students in the institute obtained virtually the same scores on the "1" and "2" pre-tests as did the non-teachers in the control group. But participation in the institute significantly improved scores on the post-tests, evidenced in lower means, and statistically significant t tests (Table 5). Hence, the institute successfully advanced the participants' knowledge of conditions, problems, media, and curricula involved in teaching the disadvantaged youth. While the t test is used for the entire institute group, calculation of individual improvement scores ("z" values) shows that 12 of the 35 participants improved to a statistically significant degree on Test 1 material, and eight improved significantly on Test 2. The above cited evidence supports the first hypothesis quite thoroughly.

Test 3a measures the authoritarian variable. Pre-test results for both control and experimental groups (Tables 1 and 2) show that all subjects scored at a comparable level. However, students in the institute became significantly less authoritarian after their three week session (Table 5). Individual z scores show that eight students developed a significant decrease in authoritania authoritarianism.

The "suspecting-accepting" factor test results (Test 3b) evidence no change over the institute period (Table 5). Similar results were found for the "radical-conservative factor (Test 3c). Therefore, although the general authoritarian attitude changed via institute stimulation, two specific factors did not change.

The intercorrelation data contained in Table 4 are reported to show interrelationships between the test variables. Ideally, z_2 and z_3 correlations with Test 3 scores should be highly negative; that is, as learning improves (high z), detrimental personality factors decrease. This is minimally supported in two instances for z_1. and in three cases for z_3.

Also ideally, all z variables should intercorrelate highly positive, indicating consistent improvement in the three areas. This contention holds for the z_1-z2 relationship only. The low correlations of institute content (z_1,z_2) with the general authoritarian variable (z_3) indicate that alterations in authoritarian attitudes have no consistent concommitant changes in content learning.

Intercorrelations among the personality tests (number designations of 3...) should be close to zero if the factored tests are essentially pure. Although some correlations are statistically significant, the majority of insignificant

correlations supports the above contention. Tests 3a, 3c, and 3e overlap to some extent; hence, future use of all of these tests may be considered unnecessary. Further refinements in response scales on tests 3c and 3e may obviate the need for 3a; or, 3a may be used to represent the other two. When considering the poor "reliability" correlations (Table 3) for tests 3b and 3c, despite good correlations reported for the standardization group, it appears the Likert response scale destroys the differentiating ability of these two tests. Numerous tentative conclusions could be stated about the various relationships between tests 1 and 2 and the personality tests; however, the generally poor correlations make such an attempt pointless.

Reviewing the data accumulated, to test the second major hypothesis of this report (as ethnocentric characteristics increase, institute improvement will decrease), the following may be concluded: tests 3a (the authoritarian F-scale) and 3e (behavioral rigidity)show some minimal support; relevant "t" tests between high and low ethnocentric global scores are insignificant. The authoritarian character craves unquestioning obedience and subordination, scorns weakness, and is rigid and intolerant of ambiguity. Since rigidity is inherent in authoritarianism, it is easily understood why test 3a pre ≠ 3a post correlates .56 with 3e. Likewise, it is apparent that the three Cattell factors have little in common with the authoritarian measures; unfortunately they also seem to have little effect on the learning potential of the institute participants reflected in z_1 and z_2. From these data, one may tentatively conclude that the teacher most likely to learn from an institute of this type is sufficiently authoritarian to function in a classroom, but not to the extent that, by its rigidity, it inhibits acceptance of new learning.

If an institute of this nature is held again, some revisions appear worthy of consideration: (1) item analyze tests 1 and 2; (2) continue to use the authoritarian F-scale, but weigh the prospect of altering the response scale; (3) include the remaining scales from Schaie's Test of Behavioral Rigidity; (4) either alter or omit the three Cattell scales-- "suspecting-accepting," "radical-conservative," "superego"; (5) devise a method of evaluating each student as he functions in the natural setting of the institute.

Summary

The content of the institute was concerned with four areas having essential bearing on the teaching of disandvantaged children: problems and conditions surrounding these youths; communication media and curricula needed to help them. The primary goal in evaluating the participating elementary school teachers was to effectively measure the progress made by institute stimulation. Secondarily, it was thought that ethnocentric personality characteristics would play a vital role in the teacher's ability to grasp the new ideas provided by the institute.

Two tests were constructed to measure content learning of the institute, and five nationally known personality instruments were incorporated in the test battery. Control group data, supplemented by a content validity study, enabled a relatively controlled study of the three week institute having 35 tested enrollees.

Test results supported the major postulation that institute participants would learn significantly more than a comparable control group. The compilation of tests under the rubric of "ethnocentrism" was essentially of no value. However, the devices measuring authoritarianism and behavioral rigidity yielded evidence that these variables play a small, but significant role in the student's ability to grasp content from the institute. Suggestions were made for future development of instruments essential for adequate evaluation of an institute such as this.

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APPENDIX D

Composite List of Characteristics Of a Disadvantaged Child Prepared by Participants

Composite list of characteristics of a disadvantaged child, prepared by participants.

EDUCATIONAL

Lack of readiness and experience to learn
Works better toward immediate goals rather than long term ones
Crippled in language development—doesn't percieve the concept that objects have names and that the same objects may have different names--teach meaning behind words.
Usually non-verbal
Restricted language
- Short sentences
- Fewer and simpler words
- Little use of subordinate clauses
- Limited use of adjectives and adverbs
- Frequent use of personal pronoun

Words are not representative of the school culture
Fearful
Frustrated
Confused
Run the full length of ability curve, from low to high mentality
Lack motivation, but can be activated
Poor attention span and consequently experiences difficulty following the orders of a teacher
Inability to identify:
- Sounds
- Colors
- Numbers
- Relative size

Inferior judgement of time and numbers
Inferior auditory and visual discrimination
Slow at cognitive tasks, but not stupid
Learns better inductively, not deductively
Low self-esteem may cause him to distrust his own judgement
Discipline problem
Irregular attendance (tardiness and absences)
- Babysitting
- Lack of food and clothing
- Lack of interest

Physically oriented -- likes actions rather than words
Learns better on physical, concrete approach
Looks upon knowledge with practical, vocational ends in mind--rarely values knowledge for its own sake
Doesn't know fundamentals--address, birthdate, etc. no proper self identity
Insecure about his abilities and unsure of his goals
Requires immediate and frequent gratification and reinforcement
Values masculinity, viewing intellectual activities as un-masculine
Does not have a clear idea of what is masculine
Often is creative and original
Initially learns slowly

PSYCHOLOGICAL

Feeling of inadequacy
Low self-esteem
Lack of aspiration and hope
Unrealistic job goals
Fears lack of recognition and understanding
Inflexible--not open to reason about his beliefs (little experience, hence believes strongly in what he knows)
Blames others for his misfortunes
Free of strain of competitiveness
Free of self-blame
Lack of basic need fulfillment
    Physiological
    Safety
    Love and belonging
    Self-actualization
    Desire to know and understand
Not aware of responsibilities (group well being)
Fair play makes little sense to him

SOCIOLOGICAL

Limitation of cultural items familiar to most
Narrow experience outside of home
    Little understanding of own environment
    No understanding of world outside his 2-3 blocks
No ability to associate with other people
High transiency
Deviant language pattern
    Parents don't explain things
    No practice in extending language
Alienated from larger social structure
Enjoys games, music, sports, cars
Home--overcrowded, noisy, disorganized, fear of parental authority
Formal language is lacking
Poor health facilities, bad sanitary conditions
No regular meals
T.V. selection is poor
Misunderstanding results in rebellion

APPENDIX E

Assigned Project

RESOURCE PROJECT OF DISADVANTAGED YOUTH

The resource project is to help you view the problems of the disadvantaged youth as you see him in your classroom. With him in mind, use the guidelines set up for you below in writing your paper. Please type your paper using correct manuscript form; it will be due on Friday, August 5, 1966.

I. Confining your remarks to one typewritten page, give some information concerning your background using the following criteria:

a. Your own educational background
b. Your teaching experiences

II. Analyze the community in which you have been teaching by discussing the following items:

a. Housing
b. Average income
c. Resources
d. Crime rate, if any
e. School drop-out rate - difference between sexes
f. Churches
g. Citizenship
    1. Community and recreational facilities
    2. Community interest
    3. Foreign background
h. Status of the teacher
i. Other significant factors

III. What are the major problems concerning the disadvantaged youth in your school? Begin by giving a clear definition of the term "disadvantaged youth".

IV. What do you believe are the major causes for the problems you find in your school?

V. Through reading, research, lectures, discussions, and tele-lectures, discuss possible solutions to the problems which you encounter in your school.

VI. What materials do you have in your school and how do you plan to use these materials in dealing with the disadvantaged youth? What additional materials do you propose to use after having attended the institute?

VII. How will you enlighten your superintendent, principal, and fellow teachers about the knowledge you have gained at the institute?

APPENDIX F

Roster of Visiting Consultants,
Faculty Specialists
and
Tele-Lecturers

ROSTER OF VISITING CONSULTANTS, FACULTY SPECIALISTS, AND TELE-LECTURERS

First Week - HUMAN RELATIONS

Visiting Consultant:

Dr. Malcolm Davis, Project Social Psychologist
Arlington Public Schools
1415 South Queen Street
Arlington, Virginia

Faculty Specialists:

Dr. Orlo Strunk, Jr., Professor of Psychology and Dean of the College
West Virginia Wesleyan College
Buckhannon, West Virginia 26201

Dr. Albin Gilbert, Professor of Psychology
West Virginia Wesleyan College
Buckhannon, West Virginia 26201

Mr. Arnold Nelson, Assistant Professor of Psychology and Director of Evaluation Services
West Virginia Wesleyan College
Buckhannon, West Virginia 26201

Second Week - COMMUNICATIONS MEDIA

Visiting Consultant:

Dr. Melvin Brodshaug, recently Professor and Communications Consultant at Norfolk State College, Norfolk, Virginia
P.O. Box 422
Harwich Port, Massachusetts 02646

Faculty Specialists:

Dr. Walter Brown, Professor of Education and Assistant Dean
West Virginia Wesleyan College
Buckhannon, West Virginia 26201

Mr. Donald Phillips, Assistant Professor of Speech and Dramatic Arts, and Director of Educational Broadcasting
West Virginia Wesleyan College
Buckhannon, West Virginia 26201

Third Week - CURRICULUM

Visiting Consultant:

Mr. P.F. Ayer, Executive Secretary
Council of the Southern Mountains, Inc.
College Box 2307
Berea, Kentucky

Faculty Specialists:

Dr. Henry Shissler, Professor of Sociology
West Virginia Wesleyan College
Buckhannon, West Virginia 26201

Miss Boots Dilley, Assistant Professor of Education
West Virginia Wesleyan College
Buckhannon, West Virginia 26201

Tele-Lecturers:

Dr. Elizabeth M. Drews, Professor of Education
Michigan State University
East Lansing, Michigan 48824

2417 S.W. Montgomery Drive
Portland, Oregon — Third Week

Dr. Lassar G. Gotkin, Senior Research Associate
Institute for Developmental Studies
Associate Research Professor
Department of Psychiatry
New York College
Fifth Avenue at 106th Street
New York, New York 10029

501 West 121st Street
New York, New York 10027 — First Week

Wilbert D. Edgerton, Interim Director of the Audiovisual and Television Center and Assistant Professor of Education
Virginia State College
Norfolk, Virginia — Second Week

Mrs. Irene Hinkle, Elementary Teacher, Keavy Elementary School
Route #5 Box 91-A
London, Kentucky — Second Week

*Dr. Richard K. Clopper, Assistant Superintendent of Secondary School System, Anne Arundel County, Maryland
40 Hatton Drive
Severna Park, Maryland — First Week

Dr. Samuel Cohen, Superintendent of Instruction
Union Free School District #14
Hewlett, New York — Third Week

* On-campus lecturer

Dr. Irving Spigle, Assistant Superintendent
for Curriculum Development and Research
Park Forest Public Schools, School District 163
Park Forest, Illinois 60466 Third Week

Media Services - First, Second, and Third Weeks

Special Assistant and Laboratory Instructor:
Mr. Earle Carlson, Director of Audio-Visual
Services
West Virginia Wesleyan College
Buckhannon, West Virginia 26201

APPENDIX G

List of Preview Films and Bibliography

LIST OF PREVIEW FILMS

Challenge of Change - The Case for Counseling

The Individual

The Hard Way

Marked for Failure

Using the Classroom Film

Children Learn from Filmstrips

Child of the Future

Portrait of a Disadvantaged Child

Portrait of an Inner-City

Portrait of the Inner-City School, a Place to Learn

If These were Your Children

Children Without

Mike Makes His Mark

Unique Contribution

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